All Things Faculty

VIRGINIA REGIONAL ACCREDITATION (VRAS) SYMPOSIUM

NOVEMBER 15, 2017

Introduction

Faculty Credentials 3.7.1	Faculty Evaluations 3.7.2	Academic Program Coordination 3.4.11
Nicole Munday Associate Director of Assessment Germanna Community College Fredericksburg, VA (multiple campuses) Total Enrollment: 10,489	**Kris Ogden** Dean of Institutional Effectiveness and Strategic Planning Central Virginia Community College Lynchburg, VA Total Enrollment: 5,461	**Herb Amato** Associate Vice Provost for Academic Development James Madison University Harrisonburg, VA Total Enrollment: 21,227

Southern Association of Colleges and Schools Commission on Colleges *(SACSCOC)*

Section 2: Core Requirements
◦ They are basic, broad-based, foundational requirements that an institution must meet by SACSCOC. hey establish a threshold of development required of an institution seeking initial or continued accreditation by the Commission and reflect the Commission's basic expectations of candidate and member institutions. In order for an institution to maintain accreditation in good standing; that is, without sanction, an institution must maintain compliance with all Core Requirements.

Section 3: Comprehensive Standards (3.7.1, 3.7.2. and 3.4.11)
◦ They are specific to the *operations of an institution*, represent *good practice* in higher education, and establish a *level of accomplishment expected of all member institutions*. The Comprehensive Standards set forth requirements in the following four areas: (1) institutional mission, governance, and effectiveness; (2) educational programs; (3) resources; and (4) institutional responsibility for Commission policies

Section 4: Federal Requirements
◦ Federal statutes include mandates that the Commission review an institution in accordance with criteria outlined in the federal regulations developed by the U.S. Department of Education. As part of the review process, institutions are required to document compliance with those criteria responding to federal mandates and the Commission is obligated to consider such compliance when the institution is reviewed for initial membership or continued accreditation

Review Stage 1: Off-Site Committee		
	Requirement/ Standard	**% Institutions in Non-compliance**
1	**3.7.1** (Faculty Compliance)	**93%**
2		
3		
4		
5		
6		
7		
8	**3.4.11** (Acad. Pro. Coord.)	
9	**3.7.2** (Faculty Evaluation)	**38%**
10		
Selected General Areas of Non-Compliance		**% of the Total # of Findings of Non-Compliance**

Review Stage II: On-Site Committee		
	Requirement/ Standard	**% Institutions in Non-compliance**
1		
2		
3	**3.7.1** (Faculty Compliance)	**30%**
4		
5		
6		
7		
8		
9	**3.7.2** (Faculty Evaluation)	**7.0%**
10		
Selected General Areas of Non-Compliance		**% of the Total # of Findings of Non-Compliance**

Review Stage III: C&R B of T		
	Requirement/ Standard	**% Institutions in Non-compliance**
1		
2		
3		
4		
5		
6		
7	**3.7.1** (Faculty Compliance)	**5%**
8		
9		
10		
Selected General Areas of Non-Compliance		**% of the Total # of Findings of Non-Compliance**

Proposed Standard Crosswalk:
All Things Faculty

Category	Section	Principle #	Principle Title	Previous #	Description
CR	6	6.1	Full-Time Faculty	2.8	Faculty
R	**6**	**6.2a**	**Faculty Qualifications**	**3.7.1**	**Faculty Competence**
	6	6.2b	Program Faculty	2.8	Faculty
	6	**6.2c**	**Program Coordination**	**3.4.11**	**Program Coordination**
R	**6**	**6.3**	**Faculty Appointment& Evaluation**	**3.7.2**	**Faculty Evaluation**
R	6	6.4	Academic Freedom	3.7.4	Academic Freedom
R	6	6.5	Faculty Development	3.7.3	Faculty Development
R	10	10.4	Academic Governance	3.7.5	Faculty Role in Governance

CR = Core Requirement
R = Requirement

Faculty Credentials 3.7.1

NICOLE MUNDAY

3.7.1

The institution employs **competent** faculty members **qualified** to accomplish the mission and goals of the institution. When determining **acceptable qualifications** of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. ***For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.***

<u>X</u> **Compliance** __ **Partial Compliance** __ **Non-Compliance**

"Faculty Roster Form for Full-time and Part-Time Faculty"

Name of Institution:

Name of Primary Department, Academic Program, or Discipline:

Academic Term(s) Included: **Date Form Completed:**

1	2	3	4
NAME (F, P)	**COURSES TAUGHT** Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	**ACADEMIC DEGREES & COURSEWORK** Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	**OTHER QUALIFICATIONS & COMMENTS** Related to Courses Taught

Faculty Roster Considerations

- Implementing measures to ensure roster is **100% accurate and complete**,

- Auditing personnel folders to ensure that **official transcripts** match roster listing,

- Addressing any **technological concerns** related to generating the roster, and

- Understanding institutional **processes for alternative credentialing**.

Self-Guided Study
in the SACSCOC Resource Room

- When academic administrators attend the SACSCOC Annual Meeting and spend several hours reading reviewers' judgements about 3.7.1, this is money well-spent.

General questions to consider when taking notes:

(1) What kinds of **courses or disciplinary areas** are reviewers flagging?

(2) What kinds of graduate degrees might your institution use as credentialing for specific courses, yet some **current reviewers** are not accepting as sufficient without further explanation? (explanation that could be provided by listing relevant, graduate courses or information in last column—"other qualifications")

Self-Guided Study
in the SACSCOC Resource Room

General questions to consider when taking notes (continued):

(3) What kinds of **supporting documentation** is being used successfully as evidence of **"other qualifications."**

(4) How are other institutions discussing faculty credentials when discussing their **interdisciplinary programs**? (e.g. showing alignment between course content summaries and/or syllabi and faculty credentials)

(5) What is the best way to **disseminate information** learned in the Resource Room so that we provide **professional development** to department chairs and other academic administrators across campus?

Faculty Evaluations 3.7.2

KRIS OGDEN

3.7.2

The institution *regularly evaluates* the *effectiveness of each faculty member* in *accord with published criteria*, regardless of contractual or tenured status.

<u>X</u> Compliance __ Partial Compliance __ Non-Compliance

WHO…

- is included in for faculty evaluations?

WHAT…

- are the policies that govern faculty evaluation?

- evidence exists?

- are the distinctions between evaluation processes for full-time vs. adjunct faculty?

3.7.2

WHEN…

- are the evaluations administered?

HOW…

- are the policies publicized among faculty and others?

- does the institution ensure that the process is sufficiently broad?

- are evaluations administered and used to ensure effectiveness, especially in terms of student learning?
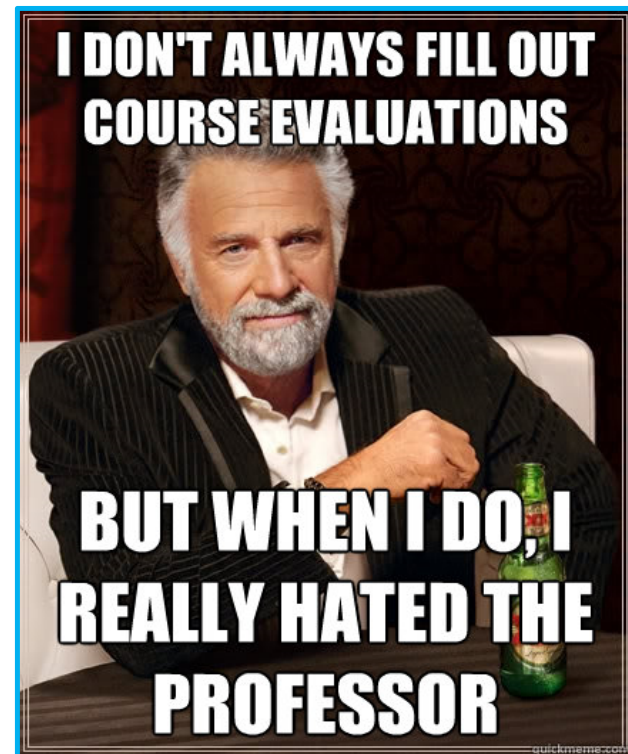
Examples of Evaluation Data Sources

Self-Evaluation

Student Ratings

Supervisor Evaluation
◦ Classroom observation
◦ Annual Performance and Professional Development Objectives (APPDO) within the college's policies, mission, and goals

Proposed Revised Standards (2017)
R 6.3 in part

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

Community College Resources

WWW.VCCS.EDU

WWW.CENTRALVIRGINIA.EDU

Academic Program Coordination 3.4.11

HERB AMATO

3.4.11

For each *major in a degree program*, the institution assigns responsibility for *program coordination*, as well as for *curriculum development and review*, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

<u>X</u> Compliance __ Partial Compliance __ Non-Compliance

NOTE: It is the responsibility of the institution *to define* **"field"** as it applies to its programs.

KEYS: COORDINATORS

Major Program Coordination

- Major
- Curricular Area
- Concentration

Cross Disciplinary Studies Coordination

Graduate Program Coordination

KEYS

Define ALL relevant terms
- Field (person qualified in)
- Major
- Curricular Area / Concentration
- Area Coordinator/Program Coordinator/ Department Head / Academic Unit Head

Outline your Curriculum Development process

Curriculum Development
- Faculty Handbook
- Curriculum Overview Process

Match narrative and evidence

MAJOR (by Colleges)				
Academic Program	**Academic Unit Head**	**Program Coordinator**	**Program Coordinator Educational Background**	**Program Coordinator Other Qualifications**
Communication Studies				Teaching Experience Sample of Courses Taught Research Other: Specialization Professional Affiliations
English				Teaching Experience Sample of Courses Taught Research Other: Specialization Professional Affiliations

3.4.11

Cross Disciplinary Program Coordinators				
Academic Program	**Academic Unit Head**	**Program Coordinator**	**Program Coordinator Educational Background**	**Program Coordinator Other Qualifications**
Biotechnology				Teaching Experience Sample of Courses Taught Research Other: Specialization Professional Affiliations
Interdisciplinary Liberal Studies				Teaching Experience Sample of Courses Taught Research Other: Specialization Professional Affiliations

Graduate Programs (by Colleges)

Academic Program	Academic Unit Head	Program Coordinator	Program Coordinator Educational Background	Program Coordinator Other Qualifications
Accounting				Teaching Experience Sample of Courses Taught Research Other: Specialization Professional Affiliations
Assessment & Measurement				Teaching Experience Sample of Courses Taught Research Other: Specialization Professional Affiliations

SACSCOC Accreditation

HTTP://WWW.JMU.EDU/SACSCOC/

Faculty Credentialing Manual

ANN MYERS (JMU: PUBLISHED DATE: JANUARY, 2016)

HTTP://WWW.JMU.EDU/ACADEMIC-AFFAIRS/_DOCUMENTS/FACULTY-CREDENTIALS.PDF

QUESTIONS